DOCUMENT RESUME

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ABSTRACT

A proposal is presented for a Community College of Philadelphia Life Sciences and Allied Health Services course in Badminton. Following a standard cover form, a statement of purpose explains that the course is designed to introduce students to the techniques, knowledge, and strategies of badminton. Next, course goals and a course outline are presented, and corresponding course-level objectives (CLO's) are identified. Finally, the CLO's, related intermediate performance objectives, learning activities, and measures of acceptable performance are presented. The five CLO's stipulate that the student will: (1) analyze and perform the major badminton strokes of the serve, clear, drop shot, smash, drive, and round-the-head shot; (2) analyze specific aspects of badminton (e.g., racket and net measurements); (3) analyze general information on badminton, and its vocabulary, rules, history, and etiquette; (4) analyze badminton playing strategies; and (5) analyze and perform warm-up and conditioning activities. An outline of course progressions, a list of texts and supplies, the course final exam, assignment sheets, and a student evaluation form conclude the packet. (LAL)

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ED267829

BADMINTON: COURSE PROPOSAL

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JC 850 102

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COMMUNITY COLLEGE OF PHILADELPHIA

COURSE PROPOSAL COVER FORM

Please use this cover form when submitting the entire course for approval. Attach the course design, objectives, and any other elements to this form.

Name of Proposal Writer David G. Yeo
Suggested Course Title Badminton
Course Number
Related Program(s)
Recommended Course Starting Date Spring Semester, 1985
Days Yes Evenings No Weekends Yes
Is it offered every semester? Yes X No If no, when
Does this course replace another course? No X Yes If yes, name the course.

Department Name

Department Head Signature Date

Division Name Life Sciences and Allied Health Services

Division Director Signature Date

Provost Signature Date

Course Prerequisites None

Is this course open to all students meeting requirements? Yes X
No If no please explain.

Limit on Class Size:
A. Contract 20 students per section
B. Laboratory Constraint
C. Clinical Constraint
Expected Enrollment
Special costs involved in offering this course (itemize)
Probably not

Lecture Hours None Laboratory Hours 23 contact hours
Clinical Hours None Credit Hours 1
Career No General Education Yes Support Yes

Catalog Description

This course is designed to provide instruction and practice in learning the basic badminton techniques of the serve, clear, smash, drop shot, and drive. Emphasis will be on the fundamentals of swing, basic and advanced shots, singles and doubles play, strategy, and rules.

Badminton

Statement of Purpose

In the United States today, there are two facets of badminton: the game and the sport. Millions of Americans are acquainted with the game of badminton, but very few have ever seen or even considered badminton as a competitive sport. In Europe and Asia, particularly India, Indonesia, Malaysia, and Thailand, thousands of spectators crowd to the major tournaments, whereas in the United States, hardly this many people really know the existence of tournament badminton.

Despite our country's lack of competitive play, badminton has become one of the most fundamental and popular lifetime sports offered in our collegiate physical education curricula. Badminton has likewise established itself as an important activity in community fitness and recreational programs. Played by men, women, and children of all ages, with a minimum of expense and effort, the game is fast, challenging, and stimulating at every skill level. The entire family can participate both socially and competitively, and the obvious cognitive, affective, and psychomotor values are gained through the development of sportmanship and physical fitness.

Badminton

Statement of Purpose

It is the purpose of this course to introduce the students to the techniques, knowledge, and strategies involved with the sport of badminton. With the development of their playing ability and appreciation of the game, the students will increase their skills for the wise use of leisure time. The course will provide an excellent opportunity for students to come together in good and healthy interaction in a way which encourages development and maintenance of fitness and wholesome recreation.

Badminton

Goals

1. The student will learn a basic understanding of and develop skills in the major badminton strokes of the serve, clear, drop shot, smash, drive, and round-the-head-shot. (CLO #1)
2. The student will become acquainted with the proper use, purchase, and care of badminton equipment. (CLO #II)
3. The student will learn a working knowledge of the rules, scoring, and etiquette of badminton. (CLO #III)
4. The student will learn an awareness of the basic strategy, mental skills, and court tactics involved in singles and doubles play. (CLO #IV)
5. The student will learn a basic orientation of the historical and cultural influences of badminton. CLO #III)
6. The student will become acquainted with the basic stretching, warmup, leadup, and conditioning activities of badminton. (CLO #V)

Badminton

Course Outline

I. Introduction and Orientation (CLO #II, #III, #V)
   A. History of badminton, and current international competition
   B. Choice and care of equipment: rackets, strings, shuttlecocks
   C. Proper attire and etiquette
   D. Court design and boundaries
   E. Appropriate warmup activities

II. Fundamental Skills (CLO #I, #II, #IV)
   A. Grip on the racket, forehand and backhand
   B. Basic stance and footwork
   C. Wrist action - snap, flexibility, deception
   D. Control of the back court

III. The Serve (#I)
   A. Rules governing all serves
   B. Long high serve (singles)
      1. Court position
      2. Court boundaries
      3. Backswing
      4. Swing

Badminton

Course Outline

III. The Serve (#I)

B. Long high serve (singles)

5. Follow through

6. Path of the shuttlecock

7. Camouflaging the serve

C. Short low serve (doubles)

1. Court position

2. Court boundaries

3. Backswing

4. Swing

5. Follow through

6. Path of the shuttlecock

7. Camouflaging the serve

D. Drive Serve

1. Court position

2. Court boundaries

3. Backswing

4. Swing

5. Follow through

6. Path of shuttlecock

7. Camouflaging the serve

Badminton

Course Outline

IV. Basic Badminton Techniques (CLO #I)

A. Overhead clear

B. Underhand clear

C. Overhead drop shot

D. Net drop shot-hairpin-and cross court

E. Smash

F. Drive

G. Round-the-head

V. Stroke Mechanics for Practice and Analysis (all strokes) (CLO #I)

A. Grips: Continental, Eastern, Western

B. Ready position and stance

C. Racquet, arm, and wrist action

D. Pivot, footwork, and transfer of body weight

E. Contact point

F. Path of the shuttlecock

G. Follow through

H. Shot selection

VI. Offensive and Defensive Court Position and Stroking (CLO #I, IV)

A. Using deception in all strokes

Badminton

Course Outline

VI. Offensive and Defensive Court Position and Stroking (CLO #I, IV)

- B. Attacking weaknesses of the opponent
- C. Hitting down and covering weak returns
- D. Keeping opponent far from the net
- E. Reaction time and agility

VII. Rules and Terminology Governing Singles and Doubles Games and Matches (CLO #III, #IV)

- A. Points
- B. Handouts
- C. Game, set, and match scoring
- D. Violations
- E. Setting
- F. Etiquette

VIII. Strategies for Singles and Doubles (CLO #IV)

- A. Force opponents to hit up
- B. Hit to open spots, hit short, hit down the middle
- C. Front person takes weak or net shots, back person all fast shots

Badminton

Course Outline

VIII. Strategies for Singles and Doubles (CLO #IV)

D. Side by side coverage is simplest to organize

E. Short serve better in doubles than long clear serve

F. Play short, cover short

IX. Tournament Play in Singles and Doubles (CLO #III)

A. Seeding and byes

B. Round robins

C. Ladders

D. Single and double elimination

X. Psychological Factors (CLO #IV)

A. Patience with self and others

B. Cooperation and teamwork

C. Confidence and self-esteem

D. Competition and winning

XI. Introduction to Local Off-Campus Badminton Facilities (CLO #IV)

A. Temple University Badminton Club

B. University of Pennsylvania Badminton Club

Badminton

Course Outline

XI. Introduction to Local Off-Campus Badminton Facilities (CLO #IV)

C. Wissahickon Badminton Club

D. Germantown Cricket Club

Bibliography

Annarino, Anthony, Badminton Instruction Program, Englewood Cliff, NJ: Prentice-Hall, 1973.

Bloss, Margaret V., Badminton, Dubuque, IA: W.C. Brown Publishers, 1980.

Burris, Barbara J., and Arne L. Olson, Badminton, Boston: Allyn and Bacon, Inc., 1974.

Davis, Pat, The Badminton Coach: A Manual for Coaches, Teachers, and Players, New Rochelle, NY: Sportshelf, 1976.

Pelton, Barry C., Badminton, Englewood Cliffs, NJ: Prentice Hall, Inc., 1971.

Poole, James, Badminton, Oakland, NJ: Scott, Foresman and Company, 1982.

Rogers, Wynn, Advanced Badminton, Dubuque, IA: W. C. Brown Company Publishers, 1971.

(For library acquisition, periodical: Badminton, USA. Official publication of the U. S. Badminton Association, USBA, P. O. Box 237, Swartz Creek, MI 48473.)

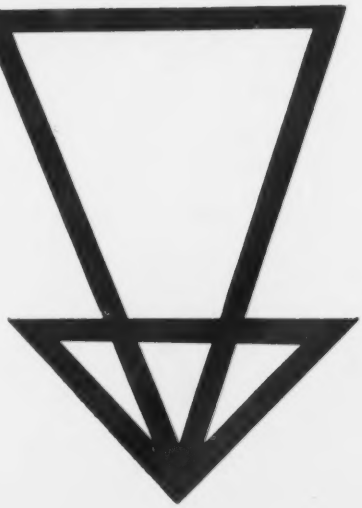
Course Level Objective

Course/Package Name

Badminton

CLO Identification

I



The student will analyze and perform the major badminton strokes of the serve, clear, drop shot, smash, drive, and round-the-head shot. To be rated as acceptable, the student must (1) grip the racquet properly, (2) explain proper footwork and racquet head play, (3) execute proper serves, and (4) execute the return of shuttlecocks in play.

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # I

INTERMEDIATE PERFORMANCE OBJECTIVE# 1.

The student will explain racquet gripping. To be rated as acceptable, the student must explain at least two uses of the following grips: Continental, Eastern, and Western and must explain at least two advantages and at least two disadvantages of each of the three explained grips.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read Badminton, by James Poole, 3rd ed. (course text), PP.40-44 73-85.	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # I

INTERMEDIATE PERFORMANCE OBJECTIVE# 2.

The student will explain fundamentals of racket head play in badminton. To be rated as acceptable, the explanation must include at least one statement about each of the following: (1) racquet head control, (2) body balance and footwork, (3) racquet head point of contact, and (4) racquet head follow-through.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 66-70.	Book	Individual
2.	View filmloop entitled Footwork, by Athletic Institute	Filmloop projector	Individual or group
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # I

INTERMEDIATE PERFORMANCE OBJECTIVE# 3.

The student will execute at least two different badminton serves. To be rated as acceptable, each serve must result in the shuttle landing within a specific area of the proper court.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 44-52.	Book	Individual
2.	View filmloops entitled High Deep Serve and Low Short Serve, by Athletic Institute	Filmloop projector	Individual or group
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # I

INTERMEDIATE PERFORMANCE OBJECTIVE# 4.

The student will execute at least five different badminton strokes when returning shuttlecocks in play. To be rated as acceptable, the chosen stroke must be appropriate for the return of the shuttle, and the shuttle must land within the boundaries of play.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 53-70.	Book	Individual
2.	View filmloops entitled Defensive Clear, Attacking Clear, Smash, and Drop, by Athletice Institute	Filmloop projector	Individual or group
3.			
4.			
5.			

Course Level Objective

Course/Package Name

Badminton

CLO Identification

II

The student will analyze specific aspects of badminton. To be rated as acceptable, the student must (1) state racket and net measurements, (2) analyze badminton racquets, (3) analyze badminton shuttlecocks, and (4) analyze proper footwear for badminton.

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE# 1.

The student will state the correct way to measure for the proper racquet grip size and the proper height of the net.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 31-33, 35.	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE# 2.

The student will analyze the composition and sizes of badminton racquets. To be rated as acceptable, the student must (1) name at least three different compositions of badminton racquets, (2) name at least two different sizes of badminton racquets, and (3) name at least three different stringing materials for badminton racquets.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 31-33.	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE# 3.

The student will analyze the composition of badminton shuttlecocks. To be rated as acceptable, the student must (1) name at least two different compositions of shuttles, (2) name two different weights of shuttles, (3) state at least one advantage and at least one disadvantage of each named shuttle composition, and (4) state at least one advantage and at least one disadvantage of each shuttle weight.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 33-35.	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE# 4.

The student will state at least four criteria for determining proper footwear for badminton.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, p. 37.	Book	Individual
2.			
3.			
4.			
5.			

Course Level Objective

Course/Package Name

Badminton

CLO Identification

III

The student will analyze general information on badminton. To be rated as acceptable, the student must (1) define terms involved with basic badminton vocabulary, (2) explain rules of scoring in badminton, (3) describe historical and cultural aspects of badminton, (4) state rules of badminton etiquette, and (5) name local off campus tennis facilities.

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE# 1.

The student will define at least 20 terms involved with basic badminton vocabulary. To be rated as acceptable, the following words must be included: alley, balk, carry, clear, down, drop shot, fault, flick, foot fault, inning, in side, let, love, odd and even court, setting, side-in and side-out, and wood shot.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 9-15.	Book	Individual
2.			
3.			
4.			
5.			

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COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE# 2.

The student will explain fundamental rules of scoring in badminton. To be rated as acceptable, the student must (1) state the proper boundary lines for serving and rallying in singles and in doubles, (2) state the rules of serving, (3) explain setting, and total game points in singles and in doubles play for men and women, (4) explain at least eight examples of a fault.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 17-29	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE# 3.

The student will describe an historical background of badminton. To be rated as acceptable, the student must (1) state the year badminton is thought to have originated, (2) state the country where it started, and (3) state at least two international cultural influences of badminton.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 1-7	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE# 4.

The student will state at least five rules of badminton etiquette.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 22-29	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE# 5.

The student will name at least three off-campus badminton facilities.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read Badminton Course Outline (pp. 8 & 9 of Course Proposal).	PCC Handout	Individual
2.			
3.			
4.			
5.			

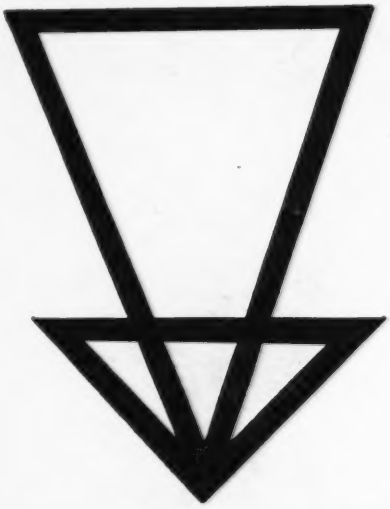
Course Level Objective

Course/Package Name

Badminton

CLO Identification

IV



The student will analyze badminton playing strategies. To be rated as acceptable, the student must (1) analyze court positioning and target areas during a serve, (2) analyze court positioning and target areas during rallying, (3) compare rules of tactics for singles and doubles, and (4) describe psychological factors involved in playing badminton.

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE# 1.

The student will analyze court positioning and target areas involved during a serve of the shuttle in singles competition. To be rated as acceptable, the student must (1) state the most advantageous position for a server and receiver to stand, (2) state at least one reason why the previous positions are considered "most advantageous", and (3) state the most advantageous target areas for the server to place the shuttle in singles play.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 45-47; 105-108	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE# 2.

The student will analyze court positioning and target areas involved during a serve in doubles competition. To be rated as acceptable, the student must (1) state the most advantageous position for the server, the server's partner, and the receivers to stand, (2) state at least one reason why the previous positions are considered "most advantageous," and (3) state the most advantageous target area for the server to place the shuttle in doubles play.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 48-52; 109-112	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE# 3.

The student will analyze at least two basic concepts of court positioning and target areas involved in rallying. To be rated as acceptable, the student must (1) describe at least two game situations of singles competition in which a stated basic concept of court positioning and a stated basic concept of a target area is involved in rallying and (2) describe at least two game situations of doubles competition in which a stated basic concept of court positioning and a stated basic concept of a target area is involved in rallying.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 112-131.	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE# 4.

The student will compare at least two major differences between singles tactics and doubles tactics in badminton. To be rated as acceptable, the student must (1) fully describe at least two tactics in singles, (2) fully describe at least two tactics in doubles, and (3) state at least two differences of singles from doubles based on the descriptions.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 116-131.	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

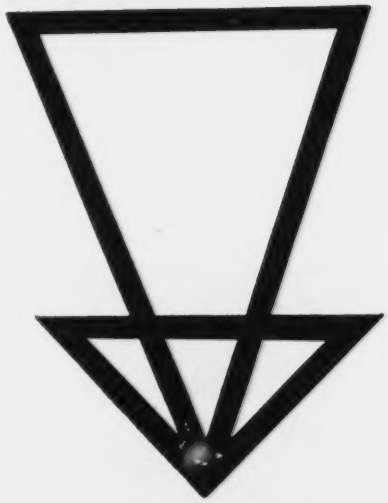
COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE# 5.

The student will describe at least three factors of psychology of playing badminton. To be rated as acceptable, the student must state or describe a psychological principle and a possible advantage of implementing that principle in the game.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read Chapter 3, Psychological Concepts Applied to Physical and Coaching, by Frost.	Book	Individual
2.			
3.			
4.			
5.			

Course Level Objective



Course/Package Name

Badminton

CLO Identification

V

The student will analyze and perform conditioning activities of badminton. To be rated as acceptable the student must (1) perform warmup exercises for badminton, (2) identify at least five objectives of conditioning programs in badminton, and (3) describe at least five principles of designing a conditioning program in badminton.

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE# 1.

The student will perform exercises involved with proper warmup and stretching for badminton. To be rated as acceptable, the student must perform flexibility exercises for the hamstrings, quadriceps, groin, achilles, shoulder girdle, and warmup exercises involving racquet control and footwork.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 133-151.	Book	Individual
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE# 2.

The student will identify at least five objectives of conditioning programs in badminton. To be rated as acceptable, the objectives must include the factors of cardiovascular endurance, wrist strength, shoulder strength, quickness, and flexibility.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read text, pp. 133-137.	Book	Individual
2.	Read Developmental Conditioning for Women and Men, by Annarino, ch. 2, 3, & 5.	Book	Individual
3.			
4.			
5.			

COURSE/PACKAGE NAME Badminton

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE# 3.

The student will describe at least five principles of designing a conditioning program in badminton. To be rated as a acceptable, the principles must include warmup, overload, progression, specificity, and frequency.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.	Read Annarino, Ch. 1 & 2.	Book	Individual
2.			
3.			
4.			
5.			

Badminton

Class Progressions - 12 classes

Class #1. Course introduction: textbook, grading, attendance, dress, equipment, assignments, objectives, course outline, 3 x 5 student information cards.

Brief history of badminton and extent of international play

Description of rackets and shuttlecocks

Racquet and bird drills for grip and control of racquet

#2. Grip - Eastern and Continental for forehand and backhand - one grip is used.

Footwork and stroke of underhand swing; wrist and finger control

Circle, line, and net drills for underhand clear shots

Demonstrate serving and explain serving rules, singles and doubles

Practice short serve, no return

Practice long serve, no return

Rally, using underhand shots

Badminton

Class Progressions - 12 classes

#3. Introduce overhead clear
Drill deep serve, returned with overhead clear or underhand clear
Drill short serve, returned with underhand clear
Introduce backhand strokes
Practice short and long serves, and play out the rally

#4. Drill overhead clear
Drill underhand and backhand shots
Introduce drop shot, and drill with net
Teach scoring

#5. Explain setting
Teach overhead smash
Drill smash
Drill underhand clear and overhead clear
Play doubles

#6. Teach drive shots
Combine drive drill with clear and smash
Review scoring rules and setting
Discuss doubles strategy
Play doubles

Badminton

Class Progressions - 12 classes

#7. Discuss tactics and strategy: singles, doubles, mixed doubles
Hairpin and round-the-head shots
Play doubles

#8. Backhand smash
Cross-court net drops
Class tournament

#9. Class tournament

#10. Review for exam
Possible skills text
Class tournament

#11. Exam
Play matches

#12. Review exam and grades
Play matches

Badminton

Recommendations

Text: Poole, James, Badminton, Oakland, NJ:
Scott, Foresman and Company, 1982.

Scheduling: First six weeks of the fall semester.
Last six weeks of the spring semester.
Six weeks of summer sessions.
2 classes per week, each for
2 hours = 24 hours

OR

2 classes per week, each for 1½ hours,
for 7½ weeks = 22.5 hours

OR

Saturday classes, 3 hours each, for
8 weeks = 24 hours

Necessary Supplies:

Racquets: BSN Tournament 110 - $4.95
100% carbon shaft and head
full leather grip, nylon strings
BSN Corporation
Box 7726
Dallas, TX 75209
1-800-527- 7530

Badminton

Recommendations

Necessary Supplies:

Badminton nets: Jayfro, BND-1, polyethylene, nylon cable - $19.00

Badminton Standards: (use volleyball combination standards)

Badminton Shuttlecocks: Jayfro, BSC-3, white, plastic, outdoor, PVC base - $8.00/dozen

Badminton Equipment Specialists:

General Sportcraft Co., Ltd.
140 Woodbine Street
Bergenfield, NJ 07621
1-201-384-4242

Badminton

Measurement Strategies

CLO II, III, IV

Administer written exam, enclosed.

CLO I

Administer "Badminton Student Evaluation," enclosed.

CLO I, III, IV, V

Require written assignments, samples enclosed.

Badminton - PEH 265

FINAL EXAM Dr. Yeo

NAME _____

1. T F A shot landing on a boundary line is good.

2. T F Stepping on the front service line while serving is a fault.

3. T F A server who misses the birdie entirely while attempting to serve has committed a fault and loses his serve.

4. T F In order to win a game, a player or team must have a two-point lead over the opponent.

5. T F To say that a player should return to the "ready position" after each shot means that he should return to approximately mid-court in singles.

6. T F Teams are permitted two "hands" in every inning" of a doubles games.

7. T F A badminton match, singles or doubles, consists of the best two out of three games.

8. T F The winner of the first game of a match serves first in the second game.

9. T F A serve which touches the top of the net and lands in the proper court is a "let" and should be replayed.

10. T F A women's singles game consists of 11 points and a doubles or men's singles games consists of 15 points.

11. T F "Setting" the game is the option of the player or team who ties the score.

12. T F A player receiving a serve may stand anywhere within the full court boundaries while the opponent serves the birdie.

13. T F The first serve of every inning of a doubles games is always taken from the right-hand service court.

14. T F The short low serve is used more in doubles than in single play.

15. T F In singles, when the server's score is an even number (such as 2 serving 3), the serve should be delivered from the right-hand service court.

16. T F Any birdie contacted below the waist is a legal serve.

17. T F The singles service area is "short and wide" while the doubles service area is "long and narrow."

18. T F A doubles team may not chance their order of service during the match.

19. T F Except for the serve, the base end line in doubles is the same as the base end line in singles.

20. T F A shot hitting the wooden part of the racket is no good.

21. T F A common weakness in returning your opponent's deep clear shot is to not hit the birdie back deep enough.

22. T F The grip for the backhand is different from the grip for the forehand.

23. T F The shuttle may not rest momentarily on the racket during execution of the stroke ("carry", "throw", "sling").

24. T F The "in side" refers to the team receiving, and the "out side" refers to the team serving.

25. T F There are no "time-outs" allowed in badminton during the game.

26. T F No preliminary feints to distract the receiver before the server contacts the shuttle are allowed.

27. T F In doubles, the up and back formation is best attacked with half-court shots down the sideline.

28. T F If a player attempts to return a serve, the player shall be deemed to be ready.

29. T F A clear shot which has not been hit deep should be returned with a smash or dropshot.

30. T F For the average player, the smash is a desireable return from the rear of the court.

31. T F It is a fault if the striker reaches over the net to hit the birdie, or the player touches the net with his racket or body.

32. T F There are actually three options if a player wins the toss or the spin of the racket: serving first, receiving first, or choosing side of the court.

33. T F A side rejecting the option of "setting" at the first opportunity shall not be disallowed from "setting" if a second opportunity arises.

34. T F If a player is in doubt as to which stroke should be used in singles play, he should return the shuttle with a
    a. Drive
    b. Drop
    c. Smash
    d. Clear

35. T F The two strokes that should be used most often in singles are
    a. Clears and smashes
    b. Drops and clears
    c. Drops and drives
    d. Drives and smashes

36. T F If the score is tied at the following, how many points may the game be set for:
9 all, score can be set for ____.
10 all, score can be set for ____.
13 all, score can be set for ____.
14 all, score can be set for ____.

37. T F In what location on his own court is your opponent most vulnerable to attack?
a. Deep forehand
b. Short forehand
c. Deep backhand
d. Short backhand

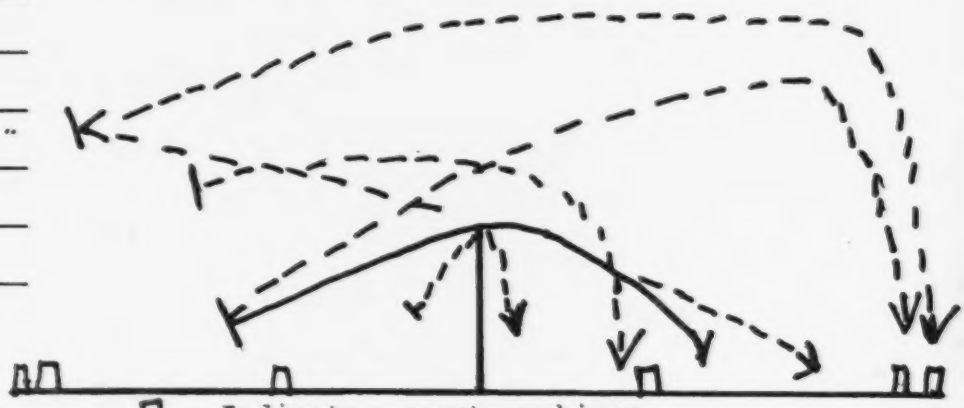
38. T F In the serve, which of the following would most often deceive the opponent?
a. Alternate a forehand with a backhand serve.
b. Use the same backswing on all serves.
c. Use the same follow through on all serves.
d. Hit the birdie at different heights as it is dropping.
e. Take a big backswing for a short serve.

39. T F Which of the following is a fundamental rule of good badminton play.
a. Watch the top of the net in executing a drop shot.
b. Watch the opponent's facial expression in order to anticipate his next shot.
c. Aim in one direction but look in another to confuse the opponent.
d. Look toward where you are aiming.
e. Watch the birdie.

40. T F When should the high clear shot be used.
a. When the player is in the back court in order to gain time to return to a forward position.
b. To keep the opponent as far away from the net as possible.
c. To pass the bird over the opponent's head when he comes to the net.
d. As a return of a drop shot when the opponent is coming up to cover his short shot.
e. None of the above
f. All of the above

41. In the diagram below are shown the flight patterns of six basic strokes used in badminton. Identify each by name.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



□ - Indicates court markings.

42. I am serving. My opponent has 5 points and I have 3 points. What is the score? _____

As best you can, relate the following words or phrases to badminton.

43. Rough or smooth -

44. Wrist -

45. Love -

46. Eyes -

47. Perspiration -

48. 5'

49. Fun -

50. Hitting the bridge into the new with an overhead shot -

Select one of the following letters to best answer the situation. A letter may be used more than once.

A. POINT	E. SECOND SERVICE	I. LOSS OF SERVE
B. SERVICE OVER	F. LEGAL	
C. LET	G. DISQUALIFICATION	
D. FAULT	H. POOR ETIQUETTE	

51. _____ The server moves his feet while executing the serve.

52. _____ A player contacts the shuttle on his side but the racket head carries over the net.

53. _____ The server contacts the shuttle below the waist and the racket head is below the wrist.

54. _____ In doubles, a player receives serve twice in succession and the serving side wins both rallies.

55. _____ The server hits the opponent with the shuttle which is going out during a rally.

56. _____ A player, who received the serve, swings and misses at a shot during a rally, but the shot lands out of bounds for the person who served it.

57. _____ The server serves from the wrong court, wins the point and it is discovered before the next point is played.

58. _____ Birdie hits the ceiling.

SELF EVALUATION:

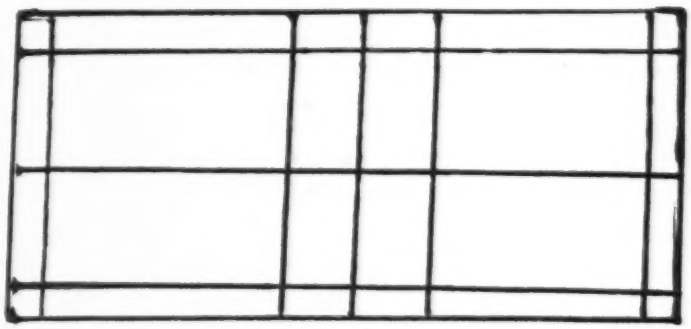
1. Attendance and attitude _____.
2. Reading of text _____.
3. Improvement _____.
4. Written assignments _____.
5. Overall comparative playing skill _____.
6. Final grade _____.

PEH 281 - BADMINTON AND RACQUETBALL NAME:_____

TAKE HOME ASSIGNMENT - MAY USE OPEN BOOK
Write on the back if necessary.

1. Below is a full court diagram. Label it as directed.

   a. Clearly mark by shading in the boundaries of a single single's service court.
   b. Draw an arrow to the singles game side line, and doubles game side line.
   c. What is the back boundary line for a singles game? A doubles game?
   d. Place an X on the spot from which the server should most strategically serve in most game situations. Assume that the server's score is an even number.
   e. Where may the receiver stand to receive the above serve? (On the court, use the mark "*" for the server, and "O" for the receiver.)



II. Describe 6 specific rules which govern all serves in badminton.

III. Name 5 strokes we have learned in class, and describe how they should be hit. Also describe when in a game you might strategically choose to use each.

Stroke	How executed?	When used?

IV. In a singles game of 11 points, explain when, why and how "setting" might be used?

PEH 281 - BADMINTON AND RACQUETBALL - (cont.'d)

V. Briefly summarize (3 sentences) the following: low short service (backhand) p. 50, block return of a smash p. 95, flick serve p. 99, brush return of tight net shot p. 103, target area for body smashes p. 119.

Y276 Badminton Student Evaluation

Scale of 1 - 10 (10 is **high**) rate the skill in the following:

FOREHAND _____

BACKHAND _____

SMASH _____

OVERHEAD CLEAR _____

UNDERHAND CLEAR _____

DROP SHOT _____

OVER-ALL COURT ABILITY _____

OVER-ALL RATING OR GRADE _____

SIGNED _____

PEH 281 L - Racquetball & Badminton
PEH 277 K - Tennis and Badminton

Badminton Unit

Throughout the badminton unit this semester, I am assigning you to engage in an experimental program which should be useful to you and increase your playing ability.

I want you to mentally practice each of the skills we practice (listed below) three times each day for five minutes each time. To do this:

1. Find a place where you can sit an be reasonably quiet.
2. Close your eyes.
3. Visualize yourself performing this skill properly - even very well - over and over for 5 minutes.
4. Stick at least 1 week on each skill. This may require you to overlap skills but don't practice more than one skill in any practice session.

I want you to keep a record of the affect of this experiment on your playing by keeping a log (diary) of your progress through the unit.

I will be collecting this log periodically to see how you are doing.

List of Skills

1. Long high serve - placed where you want it to go.
2. Overhead clear - placed where you want it to go. Forehand and backhand.
3. Short low serve - placed where you want it to go.
4. Underhead clear - placed where you want it to go. Forehand and backhand.
5. Overhead drop shot - placed where you want it to go. Forehand and backhand.
6. Net drop shot - "hair - pin" Forehand and backhand
7. Net drop shot - cross court Forehand and backhand
8. Smash - placed where you want it to go. Forehand and backhand.
9. Making your opponent move - putting him/her on the defensive.
10. Rapidly moving to any section of your court from center court position.

Tests have shown that mental practice can improve play. Let's see if it proves helpful for you.

ASSIGNMENTS

INSTRUCTIONS: You are required to complete each of these assignments. You may choose to do them in any order. I would suggest the following schedule for handling them in:

1st.	Assignment	- Due Jan. 29
2nd.	"	- Due Feb. 5
3rd.	"	- Due Feb. 17
4th.	"	- Due Feb. 26
5th.	"	- Due Mar 5

1. Research the history of badminton. What are the ethnic and cultural roots of the sport? How did the sport migrate to this country? What are some world records set in badminton?

2. How do you select and care for equipment needed to play badminton? What is the range of costs? What materials are most desirable? What socio-economic group(s) can afford it?

3. Experiment with biofeedback. Using the hand monitor, learn to bring yourself "down" before playing. How does this affect your game? Another day, try "psyching-yourself up". How does this affect your play? Compare the two.

4. Experiment with mental practice. Select one skill that is especially difficult for you. Set aside one full week in which you sit down quietly every day for 15 minutes and mentally practice the skill. To do this, visualize yourself doing everything perfectly. After the week has passed, evaluate if and how this exercise has affected your performance of the skill.

5. Prepare a colage which reflects the value of badminton and other recreational games.

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